

# Lesson One: Creation

## Plans and Procedures

### Circle Time Questions

- Who were some of the characters that showed courage, generosity, wisdom, and respect?
- What were some of the colors of the worlds in this creation story?
- What was the color of the first world?
- What does Creation mean?
- How many worlds were in this story?
- What kinds of things did Begochiddy create in the worlds?
- What do you think a reed looks like?
- How do you think you came to this world?
- Who took the baby back?
- What would a picture of this story look like?
- What do coyotes sound like? The wind? Running Water?



### Mother Earth and Creation Mural

After having a discussion on the story help children paint a mural (on butcher paper) of the creation story together, promoting cooperative learning and sharing. Encourage children to use colors from the story and to paint objects or animals in the story. After the mural is complete, ask the children to re-tell the story using their mural. The completed mural will serve as the backdrop for additions that will be made during following lessons.

### Nature Walk

Pick a location that has a scenic view. Sit in a circle time group and ask the children to look all around them and label what kinds of natural things they can see or hear. Use this discussion time to relate the creation story to some of the children's answers. Take the children on a walk to continue exploring and labeling all of the natural things they see, hear, touch, smell. Record all of their answers for review and, if possible, take some items back to the classroom for exploration (ex: twigs, leaves, etc.). Teachers may also want to take pictures of the discoveries to put on display or make into books for further discussion.

## Music and Movement

Talk about how Begochiddy and the people climbed the reed to get to the other worlds. Ask the children to pretend to climb the reed. Other re-enactments of the story may be dividing the children into groups of boys and girls to see how it feels to be separated from each other, asking the children what they think a flood might sound like and trying to imitate it together, or blowing around the room like the wind.

## Vocabulary

Black	-	sapa
Creation	-	okage
Life	-	wiconi
Four	-	topa
The Creator	-	Wakan Tanka
Coyote	-	sungmanitu

## **NOTES FOR LESSON PLANNING:**